DOCUMENT RESUME

ED 060 959 PS 005 504

AUTHOR	Hoffman, Stevie; Mottola, Niel
TITLE	A Resource Guide for an Exploratory Curriculum for Three-Year Old Migrant Children.
INSTITUTION	Florida Univ., Gainesville. Coll. of Education.; Florida Univ., Gainesville. Inst. for Development of Human Resources.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.
PUB DATE	Jul 71
NOTE	110p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Consultation Programs; *Curriculum Design; Educational Programs; Environmental Influences; Family Influence; Inservice Education; Intellectual Development; Language Development; Learning Experience; *Migrant Child Education; Migrant Children; Models; *Objectives; *Preschool Children; Psychomotor Skills; Research; *Resource Guides; Self Concept; Workshops

ABSTRACT

The rational for the curriculum design for three-year-old migrant children in an expanded-day educational program is presented. Consideration is given for each of the program phases, the learning environment, the rationale for a pre-service workshop and on-going in-service consultancy. This curriculum is based on the premise that, because of the nature of the working and living conditions of migrant families, these children are learning from (1) a limited environment, (2) more indirect modeling of peers and older siblings than from parents, and (3) little, if any, planned and defined learning experiences. Included in the design of the curriculum are: (1) a language-oriented program to bridge the gap between home and school oral language, (2) a task-oriented program to increase the child's ability to solve problems at his particular stage of intellectual and motor-skill development; (3) an experience-oriented program to assure opportunities for effective relating to school and the larger community, and expanding his knowledge beyond the immediate home environment, (4) a social-emotional development program conducive to growth in self-esteem, and (5) a health and nutritional program to enhance physical well-being necessary for the realization of a total life program. (Author/CK)

ED 060959

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A RESOURCE GUIDE FOR AN EXPLORATORY CURRICULUM FOR THREE-YEAR OLD MIGRANT CHILDREN

Stevie Hoffman, Principal Investigator
Niel Mottola, Early Childhood Consultant
Institute for the Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

July 1971

PS 005504

Report
to
Migrant Education Section
Division of Elementary and Secondary Education
Department of Education of State of Florida

Funded under Title 1, P. L. 89-10, Elementary and Secondary Act, as amended by P. L. 89-750.

ACKNOWLEDGEMENTS

The principal investigator and early childhood consultant wish to express their gratitude to Dr. Floyd T. Christian, Commissioner of Education of the State of Florida, and to the several State and Federal agencies which provided the financial support for this study. The services of the administrative officers who formulated the necessary agreements and carried the administrative responsibility for this project are deeply appreciated.

Appreciation is also expressed to members of the Migrant Section of the State Department of Education who contributed time and energy to the project: Mr. Tom Culton, Mr. Joel Murphree, and Mrs. Eloyce Combs.

We are deeply indebted to Dr. Ira J. Gordon, Director, Institute for the Development of Human Resources, for his direction and assistance during the formulation and construction of this curriculum. His guidance and constructive comments were instrumental in the development of the total report.

We are particularly appreciative of the support given us by the other participating University of Florida faculty members who were involved in this project: Dr. Glenna Carr, Project Director; Dr. Bob N. Cage, Research Coordinator; Dr. John Newell, Research Coordinator; and Miss Adrienne Garcia, Graduate Assistant.

Without the on-site project personnel, this program could not have been implemented. Our appreciation is extended to: Mrs. JoAnn Iiames, Teacher Coordinator; Mrs. Janiece Rogers, Interim Teacher;

Mrs. Elsie Williams, Interim Teacher; Grace Boyette, Herminia Carrion, Alize Garza, Gloria Garza, Maria Garza, Mary Romero, Elena Roselas, and Neomia White, Teacher Aides.

We especially thank Mr. Jack Iiames, Principal, Zolfo Springs Elementary School, Zolfo Springs, Florida for his total cooperation throughout the project.

INTRODUCTION

In December, 1970 the Divison of Elementary and Secondary Education of the Department of Education of the State of Florida, for and on behalf of its Migrant Education Section, entered into an agreement with the Division of Universities of the Department of Education of the State of Florida, for and on behalf of the Institute for the Development of Human Resources, University of Florida, and in cooperation with the school authorities at Zolfo Springs, (Hardee County) Florida, whereby the Institute would be responsible for the development of a curriculum design for three-year old migrant children in an expanded-day educational program in Hardee County at the Zolfo Springs Elementary School site.

This report presents the rationale for the curriculum design with consideration for each of the program phases, the learning environment, the rationale for a pre-service workshop and on-going in-service consultancy as well as the resource guide for a preschool curriculum for migrant three-year old children. A complete and detailed presentation of the research findings and the final evaluation will be provided August 31, 1971.

FOREWORD

Each one who works with children gathers together the ideas of many other educators, theorists, and practitioners in trying to develop effective means for helping children grow in their own unique learning styles. Those of use who have worked in early childhood education programs during the past two decades are aware of many new ideas and concepts concerning the ways children learn. Many of these theories have proved successful; many are still experimental. As new insights are gained, there will be other theories to be tried, accepted, or rejected. We have learned much; there is still much to know about learning theory.

When a curriculum guide is presented to be used with a particular age group of children, it is important that a rationale for that curriculum design be provided. Acceptance of the curriculum can only be based on understanding what the designer believes about children and their learning, and whether or not there is valid justification for a curriculum based on those beliefs. Implementation of a curriculum can only come about when those intending to use it understand why it has been so designed and concur in its design. The rationale for this curriculum represents a statement of the designers' beliefs of children, of learning goals for three-year olds, and of effective teaching practices with young migrant children.

Stevie Hoffman

Niel Mottola

TABLE OF CONTENTS

Title Page	i
Acknowledgements	ii
Introduction	iv
Foreword	v
Contents	vi
Rationale for Curriculum Design	1
Considerations for Language-oriented Program Phase	5
Considerations for Task-oriented Program Phase	11
Considerations for Experience-oriented Program Phase	17
Considerations for Social-Emotional Development Program Phase	20
Considerations for Health and Nutritional Program Phase	24
Children Need Adults	26
Children Need Other Children	29
Children Need Space, Materials, Equipment, and Time	30
Pre-service and In-service Workshops for Teachers and Aides	32
A RESOURCE GUIDE FOR AN EXPLORATORY CURRICULUM FOR THREE-YEAR OLD MIGRANT CHILDREN	34
Bibliography	86
Appendix	
Suggested Readings for Early Childhood Education Teachers of Disadvantaged Children	87
Suggested Books and Records for Three-Year Olds	89
Suggested Equipment, Materials, and Supplies for Three-Year Old Educational Programs	91

RATIONALE FOR CURRICULUM DESIGN

The curriculum designed for this program is based on the belief that three-year old children, be they from the world of middle-class educational environments or from the world of Mexican-American migrant environments, as our group of thirty-five youngsters, (1) learn from their personal experiential world, (2) are learning from the indirect modeling of their families and peers, and (3) can learn from planned, learning experiences taught them by concerned and capable adults. This curriculum is also based on the belief that every child learns more efficiently and effectively when he feels good about himself, when he knows that others believe him to be a valued and capable person, and when those about him are able to provide an environment filled with opportunities to explore, to experience, to question, to act, and to develop to his fullest potential.

This curriculum for this particular group of three-year olds is based on the premise that, because of the nature of the working and living conditions of their migrant families, these children are learning (1) from a limited experiential environment, (2) from more indirect modeling of peers and older siblings than from parents, and (3) from little, if any, planned and defined learning experiences. Accepting these premises leads one to expect certain gaps in these children's learning -- especially when presented with evidence from public school records of their older siblings which consistently point to school difficulties and repeated failures.

If there is validity in the implication that children from migrant families, and especially from Spanish-speaking, Mexican-American migrant families, have learning patterns that make it difficult for them to fit into the typical public school's world of expected behavior and achievement, then an educational program for these children must reflect this implication and be geared to compensate for their differences. These differences are found in most children from disadvantaged environments, compounded by the acquisition of language that is often neither good Spanish nor good English. Migrant children usually enter school weeks after school opens and leave weeks before it closes, and do so in most communities where little, if any, provision has been made for over-crowded classroom space, increased teacher-pupil ratio, limited materials and supplies. No wonder the classroom teacher is frustrated by the impossible demands created by the entire situation.

The deficits in learning of migrant children which create an increase in school failures are found in both cognitive and affective skills which are required of them when they enter public school. They can be attributed to circumstances and conditions associated with the work patterns of migrant families: limited educational background of the parents; lack of parental supervision and intellectual stimulation because of the absence of parents due to work requirements; lack of educational materials in the home due to limited finances and the migratory nature of the family situation; and, in most cases, a non-standard home language which restricts the child's ability to demonstrate his cognitive potential in a school system where standard English is the mode

of communication. There are also health deficiences which contribute to not being well enough to learn easily. And above all, there are feelings of non-acceptance as a belonging member of a permanent community, which even young children learn quickly from the feed-back their parents get from others and pass on to their youngsters in ever so many ways. The contributing factors to migrant children's learning deficits are staggering!

The major objective of a compensatory program for disadvantaged children must be to maximize the educational potential of the child and to increase the probability of a successful educational experience in the public schools. Included in the design of the curriculum are:

1. a language-oriented program to bridge the gap between home and school oral language;

2. a task-oriented program to increase the child's ability to solve problems at his particular stage of intellectual and motor-skill development;

3. an experience-oriented program to assure opportunities for effective relating to school and the larger community, and expanding his knowledge beyond the immediate home environment;

4. a social-emotional development program conducive to growth in self-esteem; and

5. a health and nutritional program to enchance physical well-being necessary for the realization of a total life program.

Joan Costello (1970, p. 15) writes that "the job of 'curriculum' is to translate learning goals into teaching practices," and that "goals are stated in terms of the child, but curriculum...(is) stated in terms of the teacher and the school milieu." At the risk of being repetitive,

it is appropriate to restate this curriculum design in terms of goals for learning for the three-year old migrant child:

1. to increase awareness of self as a giving and receptive person, worthy of recognition and acceptance, and capable of successful experiences in the school world;

2. to communicate more effectively -- both physically and verbally;

3. to learn how to learn: to explore, to question, to solve problems;

4. to supplement, augment, and compliment known home experiences with experiences in the school community;

5. to increase understandings for care of one's physical self.

The curriculum that follows the considerations for the various program phases of this program is stated in terms of the teacher's implementation of ideas that can lead to the fulfillment of the above goals for learning for the child.

CONSIDERATIONS FOR LANGUAGE-ORIENTED PROGRAM PHASE

Nearly all children from disadvantaged homes share similarities in language development: evidence of lack of adult-child conversational habits, more physical than oral communication, usage and grammar of peers rather than adults, incorrect grammatical construction of sentences, "different" vocabularies, "different" groupings of words, "different" pronunciation of words, fewer complex and compound sentences, absence of connectives as well as descriptive words, substitution of pronouns and nouns for proper nouns, poor articulation, poor sound discrimination, and generally speaking, just less "talkingness." These hold true for the Mexican-American migrant child just as it does for the low-income ghetto black child or the rural white poverty child. For the Mexican-American migrant child, who may be bilingual or come from a bilingual home environment, his language may be neither Spanish nor English, but a hybrid language referred to as "Spanglish".

Close interaction with adults on a verbal plane is necessary for the young child to learn his language. If this is absent, or if the verbal plane on which the child is communicating is one of non-standard English, his language development reflects this lack. The quantity and quality of the speech of an individual are directly related to the environment in which he finds himself. Language does indeed "mirror" life around the child.

The fact that migrant children have continued failures in public schools indicates serious problems in communication between English-speaking

PS 005504

teachers and non-standard English-speaking children. And the sad fact is that schools recognize this, lament it, but do little in many instances to compensate for their inability to understand the child. Instead, children feel inadequate because no one finds out how much they have to contribute in their own language, or tries to teach English as a second language to supplement their own home language. Too often, public schools shrug and pass right by the child they can't understand.

Again, if a healthy self-concept is as important as we know it to be, then it is important that the child's native language be accepted as his and of importance because it is his. What is being advocated here is that the migrant child needs to have teachers who speak and understand his language, build upon its strengths, and then add a school language which will help him make his ideas and knowledge known, secure information, learn more about his world, and grow in his ability to communicate effectively with the school world.

The curriculum for language development for three-year olds is designed with the belief that the idea of good versus bad speech is senseless; it is not a moral issue. It is important to understand the underlying reasons for the child's particular way of talking, and knowing these reasons, not unteach the child's own way of speaking. We have gained nothing if we only succeed in alienating him from his home and community, for they will be with him long after he has left the classroom. The fact is that his non-standard English is in most cases quite adequate to meeting urgent needs as he preceives them at the time. And this he must have

to communicate effectively with his own world.

We each know, however, that all kinds of speech are not equally adequate for all occasions. Anything does not go -- especially for the listener! Lanugage does play a dominant role in children's school performances, and we need to admit quite honestly that the language we mean is school language, not the picturesque language of social dialect. And so, a language program must attempt to reconcile these obvious differences in language needs: to supplement the child's home language and to provide a second language for use when needed, to encourage him to keep what language he has for his own skillful use, and, at the same time, encourage him to try out a new language for potential school achievement outside the immediate present of the young child's living.

In considering a language-oriented program for migrant children, it should be remembered that children need: (1) to talk and be listened to with acceptance of teachers and peers, and (2) to listen in order to understand perceptually that which is being said -- in Spanish and English. Effective communication between child and child, and child and adult, is important.

To meet the first need, <u>to talk and be listened to with acceptance of teachers and peers</u>, suggests providing experiences that bring natural responses from the child about his own world and environment and help him say to the school, "My world has meaning." These include visits at school from friends and family; the use of paraprofessionals in the program from his community; and a "cafeteria" choice of homelike experiences

at school which create an awareness of the worth and value of the child's own environment. The important thing is to encourage children to talk about their world. This happens when teachers create opportunities for them to share that world with others at school, and when teachers make certain there is much time for children's talking and teacher's listening.

The second language need, to listen in order to understand perceptually that which is being said, is a prerequisite for meaningful oral communication. If the receptive language ability -- that which involves the ability to comprehend what is being said -- and the inner language -- that which involves the ability to "think to oneself in words" -- are inadequate or restricted, then the expressive language ability -- that which involves the ability to express one's own ideas in words -- creates difficulties for school success. The gap between these three language abilities often widens as the migrant child progresses through public school. The one obvious reason is the lack of developing the needed oral school language.

Much research has been done in the past decade that supports this thinking. Bzoch and League (1969) show, through the development of their Receptive-Expressive Emergent Language Scale for measurement of language learning in infancy, that many children evidence a lag between the two languages. McCarthy (1969) suggests, that the language abilities children normally acquire and use, as shown by Osgood's research, are those that disadvantaged children develop to a lessened degree than middle-class children. These are the abilities to

1. understand meaningful written or drawn symbols

2. understand meaningful spoken symbols

3. think in visual language symbols and to output the result in gestures which others can understand

4. think in spoken language symbols and to output results in spoken words which others can understand

5. express one's ideas in understandable gestures

6. express one's ideas in words that others understand

7. make correct use of English language

8. remember a series of heard symbols and to repeat them

9. remember a series of seen symbols and to reproduce them meterically.

Language is needed to organize conceptual thinking. The young child is on his way to this conceptualization, and teachers must choose materials, and techniques for using those materials, that will enhance his chances of acquiring these language abilities.

Positive experiences that provide listening times for children, imitating speech and sound times, playing with words time, talking about things, feelings, ideas -- any experiences which move toward increasing the child's restricted language to a more elaborate language, and do so without destroying the child's feeling good about himself, are to be desired and encouraged. If the child is to talk, if he is to learn new ideas to talk about, if he is to understand others and be understood by them, he must encounter language opportunities. Frost (1968, p. 383) states: "For the teacher, the verbal behavior...is concrete evidence of the starting point for the child's education. From that point education

is a matter of change, often radical change, but the beginning of the educational encounter is brought to the school by the child, from the environment which has shaped and educated him until the moment of formal education begins." He reminds teachers that communication with the child is their responsibility as is the reconciliation of home and school. This means, then, that teachers must understand and be familiar with the migrant child's environment.

CONSIDERATIONS FOR TASK-ORIENTED PROGRAM PHASE

Historically, the child-development-oriented nursery school has placed primary emphasis on the social and emotional development of children -- how to redirect and channel the less-accepted behaviors into positive and constructive patterns of emotionally healthy and acceptable behaviors. The program has been centered around creative arts, language arts, and the socialization processes. The fact that nursery schools have been traditionally attended by middle-class children whose parents provided the intellectual stimulation in the home environment, undoubtedly contributed to this kind of programming. The intellectual development of the child seems to have received secondary consideration in the past.

In a curriculum for three-year old migrant children, it is necessary to combine the strengths of the child-development-oriented program with a compensatory educational program which through increased intellectual stimulation could overcome early learning deficiencies. This is done through specific teacher-directed learning episodes geared primarily for intellectual growth -- a series of tasks, which recognize the need for increased cognitive factors in early childhood education and which select activities for their cognitive content.

If a theoretical basis for cognitive task design is deemed necessary, then Jean Piaget's theory of the development of intelligence seems to offer suggestions for building a cognitive curriculum for young children. It is within this framework of insight into stages of intellectual development that we believe there may be answers to developing

a program based on objectives that are necessary prerequisites for all subsequent learning. It must be remembered, however, that Piaget did not write for education; there is much criticism of his work since it is not always found to be correct when tested; and we are probably caught up in the "fadishness" of the man and his theory in our search for answers to learning processes in children. Be that as it may, Piaget's theory seems to make sense in the following aspects.

For Piaget, children must be presented with situations in which they can experiment with learning tools. The child must have the opportunity to manipulate things, to ask questions, seek answers, compare findings. He must have a chance to do his own learning under teacher guidance, not teacher-domination. Learning must come from the child's activities and discoveries; the teacher's role is helping the child to make these discoveries.

Piaget sees the development of intelligence taking place in "stages". These developmental stages imply orderly progression of development in sequential phases, each discernable from the other, and one building upon the preceding stage. Although Piaget does not stress a rigid relationship between the chronological ages of children and the stages of intellectual development, he does suggest approximate age ranges for each.

The sensorimotor stage, beginning at birth and going to the second year, is a preverbal stage where reasoning is accomplished by means of mental images rather than language. During this stage, the child learns to coordinate his actions with what he perceives or with other actions. He

learns to use certain ways of behaving to many different objects: for example, he follows with his eyes those objects that shake or rattle. As the child has repeated experiences with the larger world, he gradually develops object permanence, and incorporates into patterns of behavior initial concepts of space, time, causality and intentionality. Sullivan (1967, p. 4) states Piaget's comparison of "sensorimotor intelligence with a slow-motion film, in which all pictures are seen in succession, but without fusion, and so without continuous vision necessary for understanding the role."

Piaget's pre-operational stage, from two years to seven years, is divided into two substages: preconceptual thought, which includes the years from two to four, and intuitive thought, which continues to about age seven. It is the first substage that we concern ourselves with in the development of tasks for this program. During this substage, the child must relearn on a conceptual level what he had learned in the sensorimotor period. Piaget's research and writings about the period between two and four are the most limited of all his work. Maier's (1965) statement that Piaget's material concerning this phase of the pre-operational stage is "elusive" probably is an apt expression of the limitations of writings about the very age group with which we are concerned.

This transitional area of intellectual development in Piaget's three-year old is also the age of being highly egocentric. The child appears to be constantly investigating his environment and exploring the possibilities for action within it. He discovers new ways and symbols

to use in communication with himself and with others. His limited view of things around him indicates that he assumes the environment is what he believes it to be, that those within the environment think and do as he, and that they understand him without any effort on his part to actually communicate feelings and thoughts to them.

Piaget recognizes language as a tool to be used in developing expressions of the child's own experiences. He repeats words heard within the environment and makes a connection with the words and objects or actions. The more the child accepts speech as a means of communicating experiences, needs, and thoughts, the less he acts out these expressions. Language development must take place in adequate fashion before the child is able to learn to understand and generalize objective concepts.

Piaget also sees play as paramount in the life of this age child. He turns his new found experiences into play, pretending actual real-life performances in the form of reality. Children of this age are imitators with little regard for the accuracy of their imitation. As they are able to relate to others, they can imitate actions or models more accurately.

Greenwood (1970) listed for professionals working in Project Follow Through the following characteristics of the thinking of most middle-class children in the pre-operational stage of development:

1. Thinking is egocentric: the child sees the world only through his own eyes; he believes that everyone views his environment just as he does.

2. Thinking lacks conservation: the child is unable to transfer essential aspects of one concept from a given situation to another situation.

3. Thinking lacks seriation: the child cannot see logical relations which exist between things in a series.

4. Thinking lacks reversibility: the child cannot reverse a mental operation and come back to the original initiation.

5. Thinking is still a visual sensory experience.

6. Thinking is concerned with concrete experiences.

7. Thinking lacks the ability to classify logically.

8. Thinking lacks certain reasoning skills: the child deals only with appearances.

Ideas gleaned from the research of Kamii (1967) have been incorporated into the design of the tasks. Her understanding and experience in the practical application of performance tasks built on Piagetian concepts are recognized as valuable models in an attempt to build a sequence of cognitive tasks that have meaningful order for the developmental learning steps of the three-year old child. Ideas are also based on tasks designed for the Home Learning Center Approach to Early Stimulation project at the University of Florida. Gordon (1970, p. 120) states: "The principle is that (the) child learns best, and learns not only how to learn but also that it is fun, when you provide him with a variety of interesting and challenging things to do. These things teach him that he can do, he can affect his world, he is competent. With these basic building blocks of skill and self-confidence, additional experiences enable him to build his ability to learn and continue his growth in skills."

It must be remembered that tasks are for learning and not for testing. Teachers are to provide useful experiences so that children can grow in their knowledge and abilities. The task-oriented phase of

this curriculum includes those cognitive tasks ranging from sorting and classification, to ordering and seriation, patterning, sequencing, and number concepts. These tasks are built on positives, and designed without the "pressure cooker" style of traditional educational performance tasks.

CONSIDERATIONS FOR EXPERIENCE-ORIENTED PROGRAM PHASE

As was stated earlier, we believe it necessary to maintain, in this curriculum, the strengths of an experience-oriented program. The child-initiated activities through which much of the emotional and social growth takes place share equal importance with a culturally-enriching program, plus teacher-directed learning episodes geared primarily for intellectual growth. An experience-oriented program is one in which the environment encourages active participation: doing, being, playing, working. Hymes (1968) repeatedly suggests when asked where to begin, that one begins wherever the action is! And the action for the three-year old is play.

Gordon (1963, p. 11) writes that the three-year old needs"a huge dose of CCC:...competence, creativity, and cognitive development." The implications of these three C's is that the child needs opportunities to explore, experience, express, and then "...to sort out, to structure and organize what one is experiencing...of making sense out of events and tying them together." Providing rich learning experiences is a must in an educational program for all children, and especially for disadvantaged children.

Learning experiences need to be those that are gained through sensory perceptions: listening, smelling, tasting, feeling, and observing. They need to be those that are concrete, not abstract; they must deal with real things. Experiences need to afford opportunities for using a variety of art materials for self-expression, moving to music, actually

cooking and baking, gardening, dramatizing, building with blocks, working with wood, playing with sand and water, imitating family roles in the housekeeping center. Needed are experiences that bring in the home and neighborhood whenever possible, that bring in the larger community, and provide meaningful relationships with other children and adults.

The experience-oriented phase of the curriculum reflects the child's play as the way the child works and learns. Play offers a host of opportunities for development of social skills, language skills, creative expression, exploration into an enlarging world of new ideas, stimulation of imagination, curiosity, and initiative, and growth in development tasks. When viewed in this respect, the adult can promote learning experiences through the child's play pattern. Hymes (1968, p.98) supports play as a time of earnestness and intensity: "Play for young children is not recreation activity, not recess activity. It is not leisure-time activity nor escape activity. Free play is thinking time for young children. It is language time. Problem-solving time. It is memory time, planning time, investigating time. It is organization-of-ideas time, when the young child uses his mind and body and his social skills and all his powers in response to the stimuli he has met."

Free play, which is initiated and developed by the child in individual play, in parallel play, or in cooperative play, and teacher-promoted play, in which materials are arranged or activities are planned by the adult to promote learning she believes essential to specific educational experiences, are the two kinds of play experiences upon which

this curriculum is designed. The first form of play is lacking in structure other than that given it by a child's interests and his imagination. The second form is adult-suggested activity, built upon the free play of the child and furthered by materials and equipment the teacher may add for stimuli. The role of the teacher is to provide additional value in play. Frank (1968, p. 437) writes: "While play may be focused upon playthings and situations and people, it soon becomes concerned with ideas, concepts and assumptions by which the child carries on his many 'thought experiments'."

When the teachers provide the important background experiences that make for seeing, doing, and "knowing" situations in creative play, then children are exposed to a variety of experiences that motivate learning. Teacher-promoted play takes on significance for it is the adult who must provide and engineer these experiences. Spodek (1965, p. 157) emphasizes the teacher's role: '"The fact that significant learning can develop from play need not detract from the child's satisfaction....the adult's selection and engineering depends upon the learnings to be gained....the content is to be added by the teacher who will serve as the resource person."

This phase of the curriculum provides for the teachers to contribute their ideas to children's free-play situations for additional activities to enhance the total learning process. It provides for on-the-spot modification of the curriculum. And it encourages the acceptance of the child's play and patterns at the point he is found and from there begins to build and move on with him.

CONSIDERATIONS FOR SOCIAL-EMOTIONAL DEVELOPMENT PROGRAM PHASE

CHILDREN WANT TO BE

accepted, liked, respected and trusted
friendly
active
inside and behind things
able to test their strength
daring
successful, able to achieve
permitted time to day dream
indentified with adults who are important to them
independent
amused
exhilarated by rough play
involved in tasks significant to them
helpful to others
able to explore the joys of living: the dance
able to experiment with instruments
adequate in meeting physical situations
adequate in meeting intellectual situations
supported when hurt
responsible for helping themselves
given an opportunity to explain mistakes
encouraged in their work
free to initiate new activities
free to experiment with old materials in new ways
children want to be themselves

From: Feelings and Learning
ACEI Publication (1965)

To help children to be and to become is a major aspect of this curriculum. In so many ways, each migrant child, through his family and his older siblings, has been told by words and actions -- and even more often by no words and no actions -- that he is really not wanted; that he and his family are only important to get a job done for others; that he doesn't really belong to the community; that he can't learn; that he constantly fails; that there isn't room for him; that he's different;

that he is just not welcomed. If this sounds overly harsh, it is not meant to. This is what schools and communities say over and over again. It does not take much imagination to know what years of being told that your family is of little value to others can do to a group of people's own valuation of their worth. Schools have not been prepared to deal with migrant children and education must have a difference.

We recognize that how a person feels about himself has direct bearing on how well he does his job, lives his life. This is just as true for children. How well each child feels about himself determines his success in doing and being. This suggests that the child's self-concept and his school success may go hand in hand. Purkey (1970) believes that successful students see themselves in positive ways. We also know that the child who sees himself as less than others, as unworthy for whatever the many excuses provided him in his every day world, too often becomes that child who fails time after time until at last he gives up trying and becomes the "drop out" we talk about so much.

Conditioning of this sort does not happen overnight. The early years of a child's life find feelings of worth being tendered by parents, or in the case of families who do not have positive beliefs about themselves, feelings of lowered self-esteem being fostered in children. In many communities where migrant labor is a necessity and families move in and out of the area to complete a job, the migrant family seldom feels a part of the total community. Migrants do not feel wanted except to get

a job done, and when it is finished, they know the community hopes they will move on. Families sensing this cannot help but impart their feeling of rejection to their children.

By the time the migrant child walks into his first classroom, already late in the school year, looking physically different,and speaking differently than the local school children, he comes with feelings of not being wanted. Only too often are these feelings reinforced by the school. What a sad commentary on hundreds of young children's lives! What chance is there for Gordon's 3 C's: competence, creativity, and cognitive growth?

If our goal for learning for these migrant children -- to increase awareness of self as a giving and receptive person, worthy of recognition and acceptance, and capable of successful experiences in the school world -- is to be achieved, then a social-emotional development program conducive to growth in self-esteem is an important phase in our curriculum design. All that is done to enhance the positives and diminish negatives in perception of self must be accomplished in systematic fashion. Every opportunity to demonstrate belief in the child's integrity as an individual, his right to be accepted as he is, his unique abilities, his pride in himself and his family must be provided.

The tasks related to building the migrant child's self-concept are aimed at these kinds of practices and goals: becoming aware of self, of others, of one's feelings, of other's feelings, of one's own language, of a second language, of one's way of life, of others' life style, and of meeting success regularly. If the early years are of the importance

we believe them to be, then feeling good about self at an early age gives greater assurance for continued feelings of worth and of actual success, and the chance of failure has a lessened probability.

CONSIDERATIONS FOR HEALTH AND NUTRITIONAL PROGRAM PHASE

It is difficult to state absolutes when talking about the "good" health of any group of people -- even our migrant population. There are some generally sound and accepted statements that can be made. It is upon these that our nutritional and health phase of the program is designed. From observation and inadequate health records it can be assumed that:

1. most migrant children seldom receive pre-natal or pediatric care;
2. most migrant children have an unbalanced diet, so the chance of rickets, scurvy, and protein deficiencies are apt to be prevalent;
3. most migrant children have pinworms, round worms, and even tape worms;
4. most migrant children never see a dentist and preventive dental care is unknown;
5. most migrant children have crowded sleeping conditions which prevent adequate sleep patterns from developing;
6. most migrant children are prone to skin infections, often a result of unsanitary playing and living conditions and the lack of facilities for adequate cleanliness; contagious diseases spread rapidly;
7. many migrant children have never had the normal immunizations that most children have from birth on -- poliomyelitis, small pox, diptheria, and whooping cough vaccines.

These are some of the same physical deficiencies pointed out by the Georgia Department of Education's Handbook for Migrant Workers (1969). They can be found in any study describing the migrant child's physical being.

Prior to the starting date of a program such as this one the children should be given medical and dental examinations and have immunizations brought up to date. During the school months, plans must be made for breakfast, mid morning snacks, a full hot lunch at noon, mid afternoon snacks following an afternoon nap time. The nutritional program supplements the home diet and makes certain the children have most of the food needed for proper nutrition during each school day. The nap ensures additional much-needed sleep and rest for the rapid growth of three-year olds.

Combined with these health measures are those to promote better dental hygiene, cleanliness, physical activity to increase motor skills, and just good safety-first measures to decrease chances of infections from cuts and skin erruptions.

CHILDREN NEED ADULTS

The single most important ingredient in nearly every learning situation is the person serving as the resource guide or facilitator of the program. It is this person who holds the key to the successful implementation of any curriculum. How she feels about herself as a person, what she really believes about children, how she sees her role as a teacher, how she accepts each child's unique learning style -- all of these factors go into determining what the program's goals will be and how they will be reached. What is really being said, then, is that any curriculum for any group of learners is only as "good" as those who are in charge of its implementation.

Although there has been much research done in the field of early childhood education as well as new and innovative pilot programs in early intervention in learning undertaken throughout many areas of our nation, there remains a gap between research, pilot programs, and actual on-going preschool programs. This is particularly true in states such as Florida where state-wide public school kindergartens are only now becoming reality. Most teachers, finding themselves faced with working with the five-year old kindergarten child, are not professionally nor experientially cognizant of the skills and techniques needed to be the wise facilitator of his school program. If this is true of would-be kindergarten teachers, then it is even more true of those beginning to work in programs for three's and four's. Well-intentioned as these teachers may be, they are often not in tune with the developmental stage

of the very young child; they have usually received their teacher education in departments of elementary education, not in the field of early childhood education; they have difficulty in fully understanding and appreciating the early steps necessary for youngsters to take in the process of learning to learn. Add to this the undeniable fact that many adults wonder just what this young child can learn, let alone how he learns "school things" - we can easily understand why many teachers are apprehensive about working with preschool age children. We can also understand why preschool curriculum is often misunderstood, misinterpreted, and "mis"-implemented.

Just as there is a lack of experienced early childhood teachers to work in programs for young migrant children, there is a lack of skilled paraprofessionals to assist the teacher -- an absolute must when managing a classroom of three-year olds. Aides from the migrant community know the children and their families, but they have had little, if any, experience in working with groups of young children. Usually, they have little formal schooling and education. There is a need to help each of the teaching team members prepare herself for working in this kind of program.

The task of the many teachers we each have during our school years is to contrive learning experiences of value to us, but not to coerce outcomes. Those who work with young children must know how to promote and enhance learning situations for the children. This is doubly important because the details of any curriculum are derived from the learner; the teacher must know when to modify the curriculum to move

the learner forward. Gordon (1970, p. 2) reminds teachers that the "nature of the curriculum, the mode of teacher behavior, the classroom ecology, all influence not only immediate behavior but also patterns of behavior for the future."

What is suggested here is that there is need for pre-service educational workshops for those working in programs such as these, and for on-going, in-service consultancy to assist adults in interpreting and implementing the curriculum.

CHILDREN NEED OTHER CHILDREN

Every compensatory program that has been carried out on a research basis or otherwise -- for example, Headstart Child Development Center programs -- has discovered the need for children from differing backgrounds to participate in the program. Our system of segregated education practiced for how many years proves the point most efficiently. When children from the same home environments, from the same cultural backgrounds, from the same racial groups, having similar deficits in learning, similar learning patterns, similar language patterns, similar disadvantaged backgrounds are grouped together,changing learning processes are slower to take place. For all practical purposes, the same group is still together and is not learning directly from the experience of being with those different from it in any way. How can a child learn about others if he is not learning with them and from them? Segregation in any form limits the positives in effective learning to live together; segregation increases negatives. It is our belief that children profit from a grouping that includes those from other cultural and educational backgrounds. And this holds especially true for migrant children who need to be with and accepted by children from the rest of the community.

CHILDREN NEED SPACE, MATERIALS, EQUIPMENT, AND TIME

All children need these four things for optimal learning environments. Three-year olds just need more of each. More space because of unsure coordination and because of large pieces of equipment; more materials and equipment because of the many things with which they must experiment in their learning; more time because of their own tempo for learning.

Space must include indoor areas, large enough for freedom of much movement and many activities taking place all at the same time, plus outdoor areas adjacent to the inside for safe play in view of adult supervision at all times. Space must include areas for sand and water play, for painting, for block play, for housekeeping play, for small group activities, for naptime, for eating times, for climbing, for dancing, for riding, for cleaning-things-up, for toileting on one's own, for clean-up on one's own, for being three years old.

Materials and equipment must furnish opportunities for all of the activities that space demands. There must be a minimum of tables and chairs, a maximum of blocks, push toys, riding toys, puzzles, manipulative toys, books, records, pictures, dolls, dress-up clothes (for both boys and girls), paints, crayons, brushes, paper and more paper (and large sheets!), housekeeping equipment, trucks, and cars, plus things to talk about -- and don't forget mirrors, cameras, projectors, record players, musical instruments, climbers, walking boards, boxes and barrels, sand box, garden space, and real live animals to care for.

Time must be available for each child to do, to be, to start, to finish. Time must have flexibility within its pattern of use -- children like routine, but a schedule must not dictate happenings; it must promote happenings. Time is not to be conserved; it is to be consumed, and done so in pleasure.

PRE-SERVICE AND IN-SERVICE WORKSHOPS FOR TEACHERS AND AIDES

If we believe that the adults working with children are the key to successful implementation of curriculum goals for learning, then it is important that opportunities are provided for the adults to learn how to put the curriculum into effect. Pre-service educational workshops and in-service consultancy are essential supportive parts to any new program. This is especially so when teachers and aides are inexperienced in the field of early childhood education. Workshops and consultation should be directed by those who are knowledgeable in applicable theory and research and equally experienced in practical work with young children.

The following guidelines are believed to be paramount in designing a pre-service workshop:

1. Opportunities should be provided for presentation and discussion of psychological and philosophical statements of early childhood education.

2. Opportunities should be provided for all participants to voice opinions, ask questions, and explore their own ideas and beliefs.

3. Opportunities should be provided to examine materials and equipment used to implement the early childhood program along with instruction and experience in using the materials.

4. Opportunities for observation of teaching-learning situations should be provided. Visitation of a model program would be ideal.

5. Direct contact with children from a similar age group should be incorporated into the workshop so team members can learn to know and understand the basic characteristics and behaviors typical to those children with whom they will work.

6. Opportunities should be provided for team members to become acquainted with the consultant who will be working directly with them in their program.

7. Some of the pre-service workshop time should be spent with the team members on-site, where assistance can be given in setting up the room, getting materials readied for the children, and working through any anticipated problems of space, time, and equipment.

Too often consultancies cease at this point, and the staff of the program is left to "go it alone" from here on out. This can result in frustrations, anxieties, errors, and feelings of discrepancies between what was said in the pre-service workshop and what actually takes place on a day-to-day basis in the classroom. Outside and experienced support is needed throughout the duration of the entire program for maximum effectiveness. Having an experienced early childhood education consultant coming into a classroom on a consistent basis, getting to know the children, seeing them in action with their teachers, seeing problem areas and talking through any problems, suggesting new approaches and techniques, helping to build increased skills of the teachers, providing objective feedback, and interpreting theory while "meshing" it with the actual curriculum can only help strengthen the entire program.

A RESOURCE GUIDE
FOR AN EXPLORATORY CURRICULUM FOR THREE-YEAR OLD MIGRANT CHILDREN

This guide provides for a seven to eight-month school calendar, based on the assumption that most migrant families are settled into a community by mid-October and begin to leave the community sometime in May. The sequence of learning experiences is what is important; what month the program begins and ends makes little difference.

Teachers using this guide will find that it is divided into program phases, based on teaching practices to attain specific learning goals for children. The goals continue from one phase of the program into the next. They are not completed or finished at the end of a particular phase of the program. Each phase is built upon the preceding one to insure sequential learnings for each child. All children will not be ready to move on at the same time. Constant evaluation of each child's learning processes will determine when he is ready for the next step toward reaching the learning goal of a specific program phase.

FIRST WEEKS AT SCHOOL:

This is a time for getting acquainted: for children to become familiar with new materials for work and play and to gain security in the school setting; for teachers to provide exciting "firsts", to observe and assess each child's developmental stage, and to begin to determine learning patterns of each child.

The physical environment plays an important factor in creating security for children. The classroom must be a good place to be, where

children can explore safely, create individually, and work happily with others. The classroom should provide:

1. Well-defined areas for work and play

   a. large floor areas for big block play, push-toys, riding toys that make use of large motor skills

   b. floor areas where buildings can be left up to play with another day

   c. housekeeping area, complete with equipment to model after family life

   d. a cozy rug area where children visit with one another and with the teacher, look at picture books, listen to records, just relax

   e. table areas for coloring, working puzzles, playing with small manipulative toys

   f. painting areas near sinks

   g. sand and water play area

   h. science area for growing plants and having real animals

   i. music area with a piano and other instruments for children's use

   j. individual storage space for each child

   k. bulletin boards for children's work

2. A comfortable, pleasant place to be

   a. lots of windows from which children can look outside

   b. easy access to a safe, adjacent outdoor play area where children can move in and out freely with adult supervision

   c. bright colors to look at

   d. interesting textures to feel

e. heat and air controls for comfort

3. Time for work and play

a. a flexible schedule that permits change to take place when needed

b. a routine that provides children a feeling of knowing "what comes next"

c. enough time for children to start what they're going to do and enough time for children to finish what they're doing

d. large blocks of time for most activities rather than "chopped-up" segments of time

3. time for just doing "nothing at all"

The orderliness of the physical environment promotes important learnings for young children. They build with blocks, and when finished with their building, put the big blocks in one place and the small blocks in another. Children are learning to sort and classify. They put colors together with paint or crayons and produce pleasing pictures. Children are learning about representation. They put up their creative efforts on bulletin boards to show others. Children are learning their work has merit because it is their own self-expression. They play in the housekeeping areas, washing the dolls, cooking supper, cleaning house. Children are modeling after mothers and fathers at home. They work and play, then have lunch, then go to sleep. Children are learning sequencing. They put things away and clean up before they move on to another task. Children are learning independence. They choose that with which they wish to play. Children are learning self-direction. They share materials and equipment with other children. Children are learning self-control. They make use

of the environment, and discover they have a contribution to make which will be accepted.

SUGGESTED SCHEDULE FOR THREE-YEAR OLDS IN AN EXPANDED SCHOOL DAY

7:30	-	8:30	Arrival and individual greeting of children. Time allowed for personal conversation between each child and adult. Opportunities for free play.
8:30	-	9:00	Breakfast (with relaxed conversation)
9:00	-	10:15	Small group and individual activities. Language development, creative expression, task performance and expanded experiences in accordance with both the curriculum and individual wants and needs of each child.
10:15	-	10:30	Clean up and mid morning snack.
10:30	-	11:15	Large muscle activities. Outdoor play is desirable with opportunities for varied free play. Field trips can be easily taken during this time.
11:15	-	11:45	Quiet, in-door activities (story-telling, music, conversation). Best done in small groups in accordance with individual desires.
11:45	-	12:00	Clean up and preparation for lunch.
12:00	-	12:30	Lunch (with relaxed conversation)
12:30	-	1:00	Clean-up (hand-washing, toileting) with quiet activity (listening to music, nursery rhymes, stories, etc.) in preparation for rest time.
1:00	-	2:45	Nap time
2:45	-	3:00	Wake-up time, toileting, putting away of cots and preparation for afternoon snack.
3:00	-	3:15	Afternoon snack
3:15	-	4:30	Varied activities. A desirable time for outside play, special parties, extended small group and individual activities. This time should be flexible in accordance with variations in the children's needs and moods. Older brothers and sisters or parents often can visit at this time of day.
4:30	-	5:00	Completion of day. Time allowed for each child to receive personal attention including a "reminder" of something important that happened to him during the day in preparation for departure.
5:00			Departure for home.

WHAT TO DO ABOUT DISCIPLINE:

Sometime during the first few weeks of the three-year old's entrance into school, and at the time he is feeling secure in this setting, discipline problems begin to show. This is to be expected and can be considered a healthy sign. Many children begin to test the environment, to discover just what its limitations are, and to see if they can change these limitations at will. If teachers expect this new behavior and plan for it, discipline will not be a problem.

1. Verbalize limitations for children as you show them exactly what you mean. Show and tell them where boundaries are for moving out on their own. Show them how to use paint brushes so that paint does not spatter on others. Show them how to wash their hands so water fights do not ensue.

2. Remind children of limitations; be firm and consistent.

3. Stress positive actions; ignore negative actions whenever possible. "I am glad you remembered to keep the sand in the sand box, Juan."

4. Let children know your expectations for their behavior. "Nina will help you take care of the baby, Marie." This says, in effect, that Nina will not pull the doll away from Marie.

5. Insist gently, but firmly, that no child will hurt another. "Ramon, you may not hit Juan. It hurts. Tell him what you want."

6. Help children to verbalize feelings instead of acting them out. "I know you are angry with Nina, but you cannot take the block away from her."

7. Re-direct play so as to eliminate conflict. "I need you to help with lunch, Marie." Take her hand and have her go with you to help. "Ramon, you can build with these blocks while Juan finishes his building."

8. Help the child to share more easily. "When Nina dresses the baby, then you may take her for a walk, Marie.

"Ramon may ride the bicycle up the walk and back. Then it is your turn, Juan."

9. Often times, children can settle their own disputes. They may only need you near by.

10. Be fair. Make certain you know the whole situation before you intercede. Be careful not to place the blame or responsibility for actions on the wrong child.

11. Do not threaten or nag or use sarcasm. Say what you mean and follow through. Be certain that what you say is what you really mean and that you will indeed carry through.

12. Be supportive, even in reprimands. Explain your actions to the child. Do or say nothing that embarrasses, degrades, or humiliates a child in front of others.

13. Help the child to see where he has made an error in judgment, a mistake in actions.

14. Sometimes children need to be removed from the situation in which they are having difficulties. Help them find something else to do. If it is necessary to have them to be alone for awhile, do not isolate them from you or the entire group. Isolate them from that particular situation. Remember that five minutes is a long time for a three-year old. Help him to determine when he is ready to be a participant again. "When you want to finish your building, we'll be glad to have you be with us."

15. Do not try to reason with a child when he is emotionally upset. Hold him gently until he is calmed down. Keep reasoning simple and brief.

16. Do not hold a grudge. Help the child to forget the unpleasantness of the situation.

17. Help children to make choices. Provide opportunities for decision-making. Remember that children learn best by example -- your's and their peers.

18. Make few rules. Let children help in making rules and setting limitations.

19. Determine whether behavior is part of growth at a particular age and typical of the age. Do not expect impossible behaving.

20. Above all, let the child know you like him. You may not approve of his behavior, but you do not stop liking him.

The film, "Discipline and Self-Control," put out by the Office of Economic Opportunity, Washington D. C., for Headstart training programs, is an excellent one for teachers to view and discuss.

SELF-CONCEPT DEVELOPMENT PROGRAM

GOAL FOR LEARNING FOR THE CHILD:

To increase awareness of self as a giving and receptive person, worthy of recognition and acceptance, and capable of successful experiences in the school world.

PHASE ONE

Prior to the program's opening day, it is important for teachers and aides to meet the children's parents as well as the children who will be in their classrooms. This provides an opportunity for parents to know the teachers who will be working with their children, the kind of program that will be offered for their children, and talk with the teachers about their children. Involvement of parents whenever possible is good for children and teachers. It also offers the teachers a chance to know something about the children's families so they can talk with them about their home world. Such a meeting introduces the children to the teachers so they can look forward to seeing a new friend the first day they arrive at school.

1. Greet each child as he comes to school and as he leaves to go home. Be certain each greeting is personalized: "I'm so glad you came to school today, Juan." "How nice you look, Mary." "You had a happy day, Nina." "I'll look for you tomorrow, Marie."

2. Encourage family members or friends to visit at school so children can show them their classroom and have them meet new friends.

3. Provide each child with his own "cubbie" for his belongings.

4. Have child choose his own label for the "cubbie" that shows it is his. This can be a picture, a color, any symbol he wishes.

5. Take pictures of each child. A polaroid camera is excellent for instant "play-back". The picture can be put on the 'cubbies" or on a bulletin board where he can find himself. Remember: a duplicate photo to take home at some point.

6. Help children learn the names of others. Use names in making suggestions or giving directions: "Mary, will you help Nina?" "Thank you, Juan for sharing the blocks with Ramon."

7. Sing songs or play games for name recognition. "Mary Wore a Red Dress" is one song. A game suggestion: have children sit in a circle near you (no more than four or five at a time); describe a child -- "Ramon is playing with the blocks. He has on a blue shirt. Who is Ramon?"

8. Plan a conversational time to talk about what they are doing in school: "Mary, you were having fun in the doll house. Tell us about it, please."

9. Encourage children to help with planning, carrying out activities such as setting the tables for lunch, and getting the cots ready for naps.

10. Encourage children to help themselves: dress, wash, go to the bathroom, etc.

11. Recognize the efforts of each child.

12. Play music from their culture during work time and rest time.

13. Have pictures to look at and talk about that depict their home world: orange groves where parents work, trucks that daddy drives, families that look like theirs.

14. Hang a full-length mirror for children to look at themselves and talk about how they look: "You look so pretty, Mary." "You are as tall as Nina."

15. Remember each child's birthday. Personalize the day for him: cupcakes, birthday hats, party.

16. Plan times to talk with individual children; times to be with each of them in intimate sharing between child and adult.

17. Realize that much of this first phase will be carried out in the child's language. Let him know you accept his way of speaking. If you do not know Spanish, make certain that an aide who does is there to interpret for each of you.

TEACHER SELF-EVALUATION

At the end of each phase of the program, check your own teaching behaviors to determine whether or not you are providing the kinds of experiences for each child as suggested in the curriculum guide. The child learns when you, the teacher, promotes learning opportunities.

The following check list can serve as a guide to the evaluation of your teaching practices:

BEHAVIOR	YES	NO
1. Do I know each child by name and interest?	____	____
2. Have I met each child's family, at least one significant member?	____	____
3. Do I provide opportunities for each child to help himself in an independent way?	____	____
4. Do I provide opportunities for each child to share his work with others?	____	____
5. Do I let each child know he is an important member of the group?	____	____
6. Do I give recognition each day to the efforts and accomplishments of each child?	____	____

PHASE TWO

Remember that you are working towards children having a happy and successful first educational situation. You are helping them have a sense of belonging to the school world. You are helping them achieve a feeling of value and worth as an individual and as a contributing member of a group. You are helping him find ways of expressing ideas, needs, wants. You are helping him find creative ways of self-expression. Accept his individuality, lend encouragement, and do not pressure him to achieve the too difficult.

1. Continue to build security for the child in the school environment.

2. Visit with him each day, recognizing special ways he has worked, how he has helped others, what he is learning.

3. Use slides of the children working and playing together for recall about the activities at school. Make sure that each child is in at least one of the pictures.

4. A picture chart for each child telling what he likes to do and play with can be hung on his "cubbie" or on the bulletin board. If space is limited, booklets can be made for this purpose.

5. In small groups, children can talk about who I am: "My name is Ramon. I am a boy. I go to school. I like to play with the blocks." The teacher can add to this: "Ramon is our friend. He likes to play with Victor."

6. Encourage children to participate in music, story, and creative activities. Make sure there is something each one of them can do easily.

7. Encourage children to share their experiences with others during talk times.

8. Label children's pictures with their names, telling them the letters making their names. As they tell you about their pictures, you can label them further: "John's house." "Mary's colors."

9. Display children's creative work for others to see and enjoy. Bulletin boards that children can reach to put up their own work are desirable.

10. Use the tape recorder to record songs they sing or finger plays they say. As they become familiar with this piece of equipment, they will want to talk into the microphone individually and hear themselves afterwards.

11. Tell familiar stories to them; sing familiar songs from home.

12. Provide many choices of activities for children. Let them plan what they wish to do.

13. Help children to take care of their own work. Let them share in cleaning up and putting away. They learn independence this way, and that they are able to contribute to others.

14. Begin to talk about children's feelings. Use pictures that depict how children look when they are sad, happy, and angry. Talk about the pictures with the children: "How do you think this boy feels?"

15. Make some faces on cardboard -- happy face, sad face, angry face. Ask children how they feel when they feel like this: "How do you look when you're happy? How do you look when you're sad?"

16. In small groups, have children look at one another and talk about likenesses and differences: "John has brown eyes. Mary has long hair. Nina has braids. Mary is tall like Marie."

17. Have children look at themselves in the mirror and talk about the person they see. Small hand mirrors are fun to have to use in small groups. Children can be given directions such as these: "Can you make a happy face?" "How do you know it's a happy face?"

18. Talk about each child's image: "How do we know this is Mary?"

19. Talk about body parts. Name them. Point to them. Have children point and label legs, feet, arms, hands, head, eyes, nose, mouth, etc.

PHASE THREE

As you are working with each of the children, be aware of his individual needs and differences. Continue to be supportive. Encourage him to try out his school environment and provide him every opportunity for success.

1. As children are learning more English, pictures of the English words each one knows can be put on their "cubbie" or in a little booklet (like was done with favorite activities).

2. Give each child an opportunity to talk in group discussions.

3. Use names of children as often as possible so that he hears his own name and the names of others. Encourage children to call others by their name. It is their's and belongs to them.

4. Talk about family members with children: "Who is in your family?" "What are your brother's and sister's names?"

5. Talk about what each one does at home after school.

6. Give praise for efforts made; one can be praised for trying, too.

7. Keep promises to children.

8. Protect the property rights of children. Help others to know that somethings belong to a particular child. Help children to ask to see another child's belongings.

9. Continue to give support and encouragement to children as they learn new skills. Help others to recognize accomplishments of each one.

10. Encourage children to take creative work home with them to share with their families.

11. Have children cut out pictures from magazines of things they like to do, things they like to see.

12. Use large rolls of paper (butcher paper, perhaps) and have child lie down on the paper while you draw around his figure. Cut the figure out and encourage the child to color or paint resemblance of self. These are fun to hang around the room for children to find themselves and one another.

13. Look at pictures of a baby, a girl (boy), and a lady (man). Discuss how each one grows.

14. Talk about what babies do, what little children do, what big children do, and what adults do.

15. Talk about what members of each child's family does.

16. Talk about sex identity: what boys wear, what boys do, what men do, what girls wear, what girls do, what women do.

17. Look at pictures of what all children need: homes, parents, friends, food, clothing. Discuss this with the children. Remember to keep discussions on their level and for only short periods of time. You may also carry out these kinds of activities with only one or two children at a time.

18. Continue to play with the child and to be involved in his play with him. There are fine opportunities for talking about one's self when working with another.

19. It would be good if children could bring pictures of their families to school. If this is not possible, they can cut out pictures from magazines of family members to add to a mural of all of the children's family world.

20. Read stories and sing songs that describe family living.

21. Provide materials in the housekeeping and block area that suggest a number of different roles: a man's tie and hat, a lady's purse, baby bottles, dress-up clothes for both boys and girls, lunch box, etc.

22. Encourage puppet play for dramatizing feelings.

23. Provide wooden and rubber family figures for play with the blocks.

24. Remember that children are able to create their own ideas of what subjects look like. When teachers provide patterns to be copied, the child begins to believe he is not capable of making his own images.

PHASE FOUR

Through the adults' continued acceptance of each child in his own uniqueness, children are learning respect for selves, respect for others, self-control in relationship to others, independence, freedom of choice, decision making, and all this in a non-threatening, supporting environment. The teachers' behaviors serve as an on-going model for each child. Actions reinforce words. Children develop sensitivity to their feelings and to the feelings of their peers through the teachers' awareness and sharing of the children's feelings.

To help children understand they belong to a larger world than just the home and classroom environments, trips into the community and visits from community members can be planned. These experiences serve as a bridge between home and the community and say that the child is a member of each one.

1. Walking trips around the school building are good first experiences away from the classroom: to the kindergarten or first grade room where they will be going one day; to the big playground to swing on swings, slide down the slide and know how it feels to be "big"; to a big brother's or sister's classroom to say, "We all go to school."

2. Walking trips to a store in which his parents shop, which helps the child say that "his" store is good. If there is a Mexican bakery (for example) near by, the trip can be to buy "his" bread or pastries.

3. Animals can visit at school so that children can learn how to care for pets. Let them have the responsibility of caring for animal visitors. This adds to their feelings of competency.

4. Measure and weigh children at intervals. Talk about how they have grown and are growing. Compare similarities.

5. Act out stories that tell about their growth: when they were a baby, they drank from a bottle and crawled; then they learned to walk and to talk; then they could play games; then they came to school.

6. In conversation times, have children show their favorite book, sing their favorite song (or choose their favorite for all to sing), show their favorite school toy.

7. Have children talk about how they help at home.

8. Show pictures of community helpers: doctor, fireman, policeman, farmer, teacher, minister, grocer. Talk about how these people help children and how children may grow up to be one of these helpers.

9. Plan a party with the children for someone special: parents, brothers and sisters, friends.

10. Let children help prepare snacks: peanut butter sandwiches, cookies, orange juice, fruit. Let children serve each other often during snacks and meal times.

11. Have children act out family roles.

12. Show pictures of groups: can child tell if he could be a member of that group. For example: a group of children, a group of adults, a group of boys, a group of animals, a group of toys.

13. Increase children's responsibility for caring for the classroom: watering the garden, cleaning up, rearranging room, etc.

14. Continue to encourage consideration for one another. Remember teachers constantly model. They must demonstrate consideration for children.

15. Continue to encourage respect for one another and one another's efforts.

16. Continue to share your time and your assistance with each child. He then learns to help, to share, to listen to others -- to know others are important as he is.

17. Encourage children to use materials in their own way, not just in the demonstrated way.

18. Help children to complete one activity before going on to something else. He discovers pride in a completed plan of action.

19. Help children to recognize their own feelings and find appropriate ways to demonstrate them.

Continue to check your teaching practices. This aids you in assessing your effectiveness in providing learning experiences and opportunities for children.

An assessment of the child's growth in each program phase should be made. It requires the teacher's keen and systematic observation of each child. This observation can be charted on the following check list and will help you know the developmental progress of the children with whom you are working.

SELF-CONCEPT DEVELOPMENT

CHILD'S NAME *															
Child verbalizes his own name and sex															
Child verbalizes family members															
Child knows at least five other children's names															
Child recognizes self in pictures															
Child can describe friends															
Child enjoys sharing his work with others															
Child helps self: dressing, washing, toileting															
Child talks to other children															
Child talks to adults															
Child talks about his family and home															
Child likes to participate in small group activities															
Child uses tape recorder															
Child recognizes own voice or tape															
Child sings or dances to music from his culture															
Child plans what he will do during play															
Child talks about personal feelings															
Child recognizes other children's feelings															
Child knows body parts															

SELF-CONCEPT DEVELOPMENT
Page 2

	CHILD'S NAME *															
Child takes creative work home																
Child brings things from home to school																
Child knows what family members do																
Child verbalizes growth patterns: baby, child, adult																
Child assumes responsibilities																
Child knows groups to which he can belong																
Child plays adult roles in dramatization and free play																
Child finds appropriate ways to demonstrate personal feelings																

* FOR EACH ITEM, ENTER DATE BEHAVIOR BECOMES CONSISTENT UNDER CHILD'S NAME.

LANGUAGE DEVELOPMENT PROGRAM

GOAL FOR LEARNING FOR THE CHILD:

To communicate more effectively, both verbally and physically; to bridge the gap between home and school oral language.

PHASE ONE

1. Encourage each child to talk. Take time to listen and to respond.
2. Accept the child's language: Spanish, English, or"Spanglish".
3. Greet each child when he arrives at school.
4. Talk and listen to children individually or in small groups. Limit large group conversational times during first weeks of school.
5. Speak slowly and clearly. Use simple sentences when speaking English.
6. Show child with actions what your words mean.
7. Tell stories from large picture books. Talk about the pictures in Spanish and in English. Encourage children to talk about the pictures in their own language. Invite talking with simple questions: "What is this? What is the dog doing? Who is this? What is the boy doing?"
8. Use "feel" books (Pat the Bunny). Talk about how the objects feel.
9. Use "doing" books (button the button, zip the zipper, etc.). Talk about what the child is doing when he buttons or zips.
10. Visit with children during snack time and lunch time. Encourage them to talk during the meal. Visit with them during their play.
11. When speaking English to the child, be prepared to translate words into Spanish for clarification.

12. Introduce English in planned ways to build receptive language skills -- understanding what is being said -- but do not expect (or demand) expressive English language skills at this time.

    a. Label orally objects child plays with: ball, block, doll, etc.

    b. Label persons: boy, girl, teacher, friend.

    c. Label action words: eat, sleep, play, wash, run, jump, etc.

    d. Combine nouns and verbs in simple sentences: "Ramon is a boy. Ramon paints. Marie is a girl. Marie jumps."

13. Do not "push" English. Help children to talk in their own language easily.

14. Add to the vocabulary of the child's language. Introduce new words to him in Spanish, for example.

15. Personalize each "goodbye".

TEACHER SELF-EVALUATION

BEHAVIORS	YES	NO
1. Have I provided times for each child to talk to me and to others each day?	____	____
2. Have I talked to each child each day?	____	____
3. Do I speak slowly and clearly?	____	____
4. Do I understand each child?	____	____
5. Do I use meaningful gestures to help the child understand me?	____	____
6. Am I accepting each child's own language?	____	____
7. Am I "pushing" English too fast?	____	____

PHASE TWO

The sequence of language tasks is important for it insures an orderly progression to each child's language development. First, children are encouraged to talk in their own language, to use their own known vocabulary, to increase understandings in their own language, and to increase vocabulary in their own language. Second, children are encouraged to listen carefully to a new language (English), to begin to understand the meanings of words in that language, to use those English words they know, to learn new ones by repeating words after the teacher. Third, children are encouraged to know two words for the same object, and to begin to feel comfortable in using either the Spanish or the English word.

1. Continue to encourage children speaking either Spanish or English.

2. Encourage children to use simple but complete sentences in Spanish, if that is their home language, or in English.

3. Continue to build vocabulary with each child.

4. Ask questions that require more than a "yes" or "no" answer. "Tell me about your picture, Mary." "What are we having for lunch today?" "What are you going to build Juan?"

5. Use play telephones to encourage children to talk to one another or to you.

6. Use puppets to encourage children to talk.

7. Listen to music from the Mexican-American culture. Encourage children to move to the music or to sing along. Sing and dance with them.

8. Listen to different musical sounds: blocks, triangles, bells, drum, tamborine, piano. This helps in sound discrimination.

9. Introduce finger plays and action games in English to reinforce meanings of words: "With Your Hands Go Clap, Clap, Clap," "Antoinette Can Jump, Jump, Jump" (to the tune of Mary Had a Little Lamb), "Ten Little Fingers," etc. Children may only act out these at first.

10. Play records while children are playing and working. Choose those that have simple words -- nursery songs. As children hear them, they will begin to sing along. Children like to imitate.

11. Talk to the child in English. If he does not understand, translate into Spanish. Ask the child simple questions in English, using gestures to aid in his understanding of the words. If he does not understand, then repeat in Spanish. This is continuing to build receptive language which is necessary before expressive language.

12. Give simple directions in English with positive reinforcement statements following: "John, can you bring me a book? Good. John brought a book." "Mary, can you put the napkins on the table?" Good. You can put the napkins on the table.

13. Continue to provide new English words for new objects and actions.

14. In reading picture books, have children repeat some of the words in English: "Once there was a little cat." Have child repeat the word cat. "Her name was Muffin." "She lived with a little girl and a big boy."

15. Have children supply some of the missing words with which they are now familiar: "Once there were three----- (bears). There was a daddy ------ (bear), a mama ------(bear), and a ---------- (baby bear)."

16. Use strip films of familiar stories, such as the Three Bears, so children can talk about them as they see the story on film. Have them repeat English words after you in some sentences. Have them supply English words they know.

17. In planned conversation times with small groups of children, talk about each one: "Mary has on a dress." Point to dress, say word, have children repeat word. "Ramon has on a shirt." Point to shirt, say word, have children repeat word.

PHASE THREE

Children are growing in their ability to communicate orally with other children and with adults. They are increasing their vocabularies in Spanish, and also in English. They are acquiring a receptive language for recall in using expressive language when they are ready. Do not be disappointed if some children are only beginning to talk in either language -- especially their home language. Other children may be developing more expressive language in English. Move with the child; do not force the child to move with you.

1. Use a tape recorder with the children. Start by having them sing together or say a finger play together. Listen to the tape with the children.

2. Talk into the microphone and have the children listen to what you said. This will encourage some of them to want to talk themselves and listen to what they said. Can they recognize their voice, other children's voices?

3. Have children dramatize a familiar story, like The Three Bears, in their own words and style. Encourage them to say what they wish to say. Do not give them sentences to say. Have other children suggest words for them to say.

4. Take slides of the children working and playing. Show them for recall of experiences. Encourage children to tell who is in the picture and what the person is doing. Encourage use of English words they know.

5. Increase the number of known finger plays. Sing new songs in English. Have actions for most of the songs. Keep each of these simple.

6. Read short, easy-to-understand stories. Read in English.

7. Plan with the children what each one will do during work time. Keep plans simple: "Mary, what are you going to do in the doll house this morning?" Juan, what do you want to work with now?" Encourage English when it is non-threatening.

8. After work time, have children share their work with others. Encourage them to tell what they have done, what they have made. Try for as many English words as possible. Accept Spanish, always.

9. Begin to add adjectives to nouns: a big chair, a little chair, a happy face, a sad face, a tall block, a short block, clean hands, dirty hands. These may need to be said in Spanish, first, then in English. Encourage children to repeat the English words.

10. Make pictures of words child knows in English and let him put them on his "cubbie".

11. Label child's pictures with his name. Some children may tell you about their pictures Label it: John's colors. Mary's house. Be sure you use manuscript letters. Children need to see the way their name (and other words) will look in school.

12. Begin to add names of colors, although children at this age may not really know colors: a red dress, a blue shirt, a yellow block.

13. Make comparisons with colors: "You have on a red dress. It is red like my dress."

14. Talk about parts of the body. Label head, eyes, nose, mouth, arms, hands, legs, feet. Point to each as you name them. Have children say the English word after you. You may need to use Spanish words first for understanding.

15. Have children point to body parts as you label them in Spanish and then in English: "Where is your head? Where are your eyes?"

16. Go for "listening walks". Listen to all the sounds heard: cars, trucks, train, birds, dogs, children, horns, etc. Name the sounds. Imitate sounds. Recall sounds heard with pictures.

17. Increase your English usage with children. Do not be concerned if they answer your English questions with Spanish answers.

PHASE FOUR

1. Encourage all children to identify objects by name in English.

2. Encourage all children to use simple, but complete sentences in English. Do not demand; do encourage.

3. In labeling body parts, ask child, "What is this?" as you point to this head. Accept Spanish word, then say English word for him to repeat. You are working towards his giving the word in English.

4. Continue dramatization. Suggest role-playing: "Ramon, can you be a truck driver? How does your daddy drive his truck?" Do not expect verbalization, necessarily; this is to see if he understands the English question and can respond in a role-playing situation. "How does a kitty drink milk?" "How does your mother sweep the floor?"

5. Use tape recorder frequently for children to listen to themselves talk. Try to catch casual conversations between children that are unplanned. A child can talk to another on the telephone. You can tape their conversation.

6. Continue to spend much time talking with individual children. Use English. Expect English. Do not be disappointed if Spanish and English are mixed together.

7. Continue to add pictures of new English words in child's vocabulary to his "cubbie" or to a big chart that is his. Take pleasure in the child who learns his first new word or his tenth. Do not make comparisons.

8. In small conversational groups, have children identify objects by discriptions: "I'm thinking of something that is soft and furry and says 'meow'. What is it?"

9. Try for positives and negatives in sentences: "This is a book. This is not a book." "This is Mary. This girl is not Mary." Keep this in game-fashion with only three or four children at a time.

10. Use puppets for encouraging conversations with the shy one.

11. Use a "Feel Box" for children to guess what they feel. Choose objects they know and know the name in English. Add new ones gradually.

12. Verbalize how things feel to touch: soft, hard, cold, hot. Have objects that are described by these words.

13. Verbalize how things look: big, small, pretty, funny.

14. Verbalize how things taste: sweet, sour, good, etc. Taste real foods to know how to describe them.

15. Go for a "finding walk". Find things to bring back into the classroom. Label them: a leaf, a stone, a flower, a pine cone, a bug, paper, etc.

16. Add new songs that "show me": "Hokey, Pokey."

17. Listen to records (like Ella Jenkins' records) where children can join in the singing of songs with her.

18. In telling stories, encourage children to add the part that they know to the story: "Once there were three bears. There was ----------. A little girl came to their house. Her name was----------. First she ate the ----------."

19. In reading stories, encourage child to anticipate what is going to happen next and to verbalize this. (It may be in Spanish; hopefully, some words will be in English.) "Once there was a baby kitten who was hungry. What do you think she did? What do you think she said to her mother?"

20. Encourage children to verbalize their feelings to you and to other children. This may be mostly in Spanish. You can add English words: sad, happy, angry.

21. Look at pictures of children who look sad, happy, hurt, angry. Encourage children to talk about the pictures and how the children feel.

PHASE FIVE

If a child is having difficulty with certain language tasks, go back to earlier parts of the sequence. And don't forget the child who is still only starting to talk in his own language. Give him many opportunities to talk and be listened to, too.

1. Encourage children's responses to questions in English. Encourage them to repeat answers in English after you if they do not voluntarily provide answers in English. Make certain answers that are required are short.

2. Encourage children to ask questions in English.

3. Encourage children to describe objects: how they feel, look, what they do.

4. Have children continue to plan what they wish to play with.

5. Encourage sharing work with one another. Tell about what the work is.

6. Play listening games. Tell what is heard; water coming out of the faucet; someone beating a drum; someone whistling; someone walking.

7. Introduce songs, games, stories, finger plays that provide children opportunities to act out what they are saying and doing.

8. Continue to have children follow simple directions.

9. Encourage children to tell stories to other children or to you.

10. Encourage children to "read" a picture book to others.

11. Provide opportunities to listen to stories on records. Be sure they are not too long.

12. Provide slides of activities taking place at school to be talked about.

13. See strip films or movies that children can follow words in English.

14. Following a trip, have children talk about what they saw, what they did.

15. Be sure that children's art work and pictures of selves are on bulletin boards so they can talk about them with others.

LANGUAGE DEVELOPMENT

	CHILD'S NAME *															
Child talks in Spanish only																
Child responds only to Spanish																
Child talks to children individually																
Child talks to adults																
Child repeats English words after teacher																
Child labels objects in English																
Child uses action words in English																
Child uses simple complete sentences in Spanish																
Child talks in small group conversation in Spanish																
Child uses telephone																
Child talks with puppets																
Child participates in finger plays																
Child sings songs in Spanish or English																
Child recognizes different sounds																
Child understands directions in English																
Child answers in Spanish questions asked in English																
Child supplies English words for missing words in story																
Child recognizes voice on tape recorder																

* FOR EACH ITEM, ENTER DATE BEHAVIOR BECOMES CONSISTENT UNDER CHILD'S NAME

LANGUAGE DEVELOPMENT
Page 2

CHILD'S NAME *																	
Child uses adjectives in describing objects																	
Child enjoys stories read																	
Child tells stories to small group																	
Child knows several English words																	
Child knows many English words																	
Child uses complete sentences in English																	
Child can describe objects in English																	
Child uses not in sentences																	
Child verbalizes feelings in English																	
Child verbalizes feelings in Spanish																	
Child verbalizes tastes in Spanish																	
Child verbalizes tastes in English																	
Child speaks easily and consistently in English																	

PHASE SIX

Children need periods of time when they catch up with all that has been presented to them, a chance to digest all of the learning, and permit it to become a part of their operational world. This is certainly true with language development in young children. The receptive language has been built in through a rich language environment. Now the child's expressive language must have an opportunity to develop to a usable point. Continuing experiences that provide much to be talked about are to be encouraged. Reinforcing language already known and encouraging use of this language should also continue. This may be all that is needed for most of the migrant three-year olds at this time.

Some of the older three's may be ready to move on with their language. You can determine which children are ready through experimenting with the following task suggestions. Remember to move slowly. Let the child's enthusiasm and receptiveness be your guide.

1. Provide opportunities for children to verbalize drawn symbols: label animals, people, toys, food, etc.

2. Listen to sounds of objects on a record (or that you imitate). Have children say what the object is: a truck, a top, a bell, a dog, a cow, etc.

3. Have children describe with gestures what objects or actions he may be thinking about: a horse galloping, a top spinning, someone eating, someone going to bed, a dancer, a ball, etc.

4. Continue to provide opportunities for children to express ideas and feelings.

5. Play a game with sounds: have children listen to two sounds and then repeat them; increase to three sounds with children repeating them.

6. Have children repeat rhythms: clap simple rhythms -- clap -- clap, clap; etc.

7. Help children use correct verb tenses; correct plurals for nouns.

8. The primary level one of the Peabody Language Development Kit offers many good suggestions for language usage with young children. There are pictures for identification, puppets for conversational purposes, games and songs to be played and sung. If children enjoy programmed learning, fine. Do not, at this point, let the material dictate what, where, when and how. Make use of the suggestions for additional experiences for the children.

*9. Play a game of talking loud and talking soft: Say, "I AM TALKING LOUD. Now I want to hear you talk loud. Say I AM TALKING LOUD. Good. Do the same with talking soft. Let all children do it together; then have individual children repeat after you.

*10. Play "Fooler Games": "Is there a window in this area? Can someone show me the window? Is there a bus in this room? Can you show me? Is there a tree in this room? No, there is not a tree in this room."

11. Name a group of objects. See if children know they go together: cat, dog, rabbit, horse, doll. Children must listen to know what is in the content of the grouping.

*12. Play a game of pointing to things in the room. Close your eyes so that children know they must tell you what you are pointing to. When you open your eyes, respond to their having told you correctly. Have children take turns being the pointer.

13. Play a game with prepositions: <u>on</u> top of the book, <u>under</u> the chair, <u>over</u> your head, etc.

14. Play a game of touch your toes, clap your hands, touch your head, etc. Again, children must listen carefully to know what to do.

15. Work with small groups of children; include one or two who may enjoy being a passive participant.

Suggestions 9, 10, and 12 are adapted from Bereiter and Engelmann's booklet, Language Learning Activities for the Disadvantaged Child, published by the Anti-Defamation League of B'nai B'rith, New York, Number G473. Teachers may wish to use this booklet for language development, as it has many suggestions for helping young children learn to communicate effectively.

TASK ORIENTED PROGRAM

GOAL FOR LEARNING FOR THE CHILD:

To learn how to learn: to explore, to question, to solve problems.

PHASE ONE

Teachers need to start with basic motor and visual perceptual skills' tasks to find a "base-line" from which they can help the child grow. Teachers need to evaluate the child's performance of these tasks; note success and/or difficulty experienced in the performance. These evaluations determine the selection of new materials to be used and new tasks to be performed. Following are tasks that will assist the teacher in assessing children's development.

1. Notice how child uses large and small blocks in building: does he stack blocks; does he balance blocks according to size and shape.

2. Use table blocks for assessing motor coordination skills: snap-blocks, large Lego-type blocks, nesting blocks.

3. Provide large beads to string; provide peg boards and pegs.

4. Provide simple four or five-piece puzzles: use puzzles that each piece represents an entire shape of an object (car, truck, airplane, ball, top).

5. Play games that determine if child can hop, jump, go up and down stairs alternating feet.

6. Play games that determine if child can follow directions: the "do as I do" kind of game such as"Simon Says".

7. Use tearing of paper and pasting for collages.

8. Use salt dough instead of clay for first experiences.

9. Provide finger paint, crayons, paints and brushes to determine coordination.

10. Play records for children to move to: rolling, creeping, hopping, walking, dancing, jumping.

TEACHER SELF-EVALUATION

BEHAVIOR	YES	NO
1. Have I provided enough manipulative materials so that each child has had the opportunity to explore a variety of tasks?	____	____
2. Have I provided the opportunity for each child to explore and use all of the manipulative materials?	____	____
3. Have I given each child enough opportunities to accurately assess his performance level in following directions?	____	____
4. Have I provided enough time for each child to thoroughly explore the use of all the art materials?	____	____
5. Have I encouraged each child to use the materials in his own, individual way?	____	____
6. Have I provided a large enough variety of motor activities so that each child has been able to successfully explore each of the movements?	____	____

PHASE TWO

Initially, time, space and number relationships may appear to be beyond the realm of understanding of the three-year old child. However, the following concepts are only concrete and simple foundations which can serve as the beginning of the development of the more abstract reasoning which will follow at a later stage. At this level, we are concentrating on everyday, familiar, direct experiences to serve as the basis for later mastery of total relationships of time, space and number.

1. Encourage active planning with the children. Continually remind them of the boundaries imposed by the daily time schedule and the variations within that can be explored from day to day. Sequencing is developed through exploring individual activities: "First we put away the toys, then wash our hands, find our seats at the table, etc." A sense of timing and ordering is thus developed.

2. Look at classification. Can the children put "look-alikes" together: small blocks, large blocks, small beads, large beads. Use familiar objects to begin with; keep activities simple and well defined.

3. Begin to match objects: A picture of an object or person with the actual object or person. Can the children see that the photograph of Mary is a representation of Mary herself?

4. Begin patterning by having the children first replicate, then create a simple pattern using beads: a big bead, a small bead, a big bead, etc. Vary with color: a red bead, a blue bead. Keep patterning sequences separate at this point.

5. Begin the concept of opposite: up and down, large and small.

6. Encourage the child to manipulate several blocks or cubes in a serial manner.

7. Using beads or blocks, see if the child can distinguish between one and many.

8. To determine the child's ability to follow directions, play simple "do as I do" games, increasing the number of directions from 2 to 3.

9. For painting, try cutting the paper in large circles to encourage circular painting motions.

10. When one child notices something, encourage observation skills by saying to another child: "come and see". Observation is the first step in developing scientific thinking.

11. Develop an understanding of one to one correspondence at lunch-time while setting the table: 1 dish for each child, 1 fork for each. See if children can understand more and enough by asking: "Do we need more? Have we enough?"

PHASE THREE

Now that the child has grasped the concepts of reasoning in two direct and separate points of time, space and number, he can proceed to a slightly higher level of abstraction.

1. Expand classification gradually to include classification according to size, then shape, then color. Keep each category separate: all the red beads, the blue ones; the round one, the square ones.

2. Move into having the children relate the sequencing of an actual school-time activity with a removed, but similar one. For example, once the child can grasp the order of preparation for a meal in school, see if he can verbalize or dramatize the sequencing of preparation for a meal at home: "Mother cooks the meal, sets the table, I wash my hands, we sit at the table."

3. Help child develop the concept of two: "There are two children. We need two chairs: one for Mary, one for Juan."

4. Once the child understands the concept of two, use sets of two objects (blocks, pictures, etc.) to see if he can understand the concept of both in relation to two: "Here are two blocks; they are both on the table."

5. Provide children with the opportunity to make qualitative comparisons among two or three objects. Using a box of balls, say: "We need the big ball this morning. Can you bring us the big red ball, Mary?" "It is the biggest one in the box."

6. Develop observation skills by playing a simple "what is missing?" game. Place 3 objects on the floor or table, remove one and ask: "What is missing?"

7. When children are actually observing objects,

use the situation to guide children in seeing relationships. When the children are observing the hamsters in their cages, point out that one is big and one is small. With three-year olds, do not attempt yet to have the children make this type of comparison unless the objects being compared are actually there.

8. Begin to build place associations by contrasting indoor and outdoor activities. Help the children to see, understand and then verbalize that coats are worn outdoors and are removed indoors; shoes are worn during waking hours and removed during sleeping (nap time), etc.

PHASE FOUR

Again, we are expanding and extending the concepts presented in previous phases. Remember again, do not attempt to push a child beyond his own level of comprehensive reasoning. Some children at age three will be able to move into this phase and some will not. Here again, the sequential order is to be of prime consideration. Do not move into Phase Four until Phase Three is totally understood.

1. Expand classification to include number in addition to size, shape and color. Again, maintain separatedness with each category: the two red, large, round beads; the two blue, small, round beads, etc.

2. Introduce opposite into classification tasks. Use four beads: two big, red ones and two small, blue ones. Can the children put together the two that are the same? See if they can verbalize the difference between the big red and the small blue.

3. Introduce the concept of more and less by helping children to observe spatial differences in amount. At snack time, while pouring juice, try saying: "Let's see what happens to the amount of juice in the pitcher when I fill your glass. Now the juice is at the top of the pitcher. What happens when I pour a glass for Juan? What happens when I pour another glass for Mary?" Can the children see that the amount of juice becomes less as more is poured.

4. Have the children relate the sequencing of an every-day familiar activity with a similar, but impersonal one. Introduce a repetitive story. (The Three Bears) and see if the child can grasp the sequences of the Three Bears activities. Now that the child, in Phase Three, has been able to relate the similarities with his schooltime preparation for a meal to his home situation

of meal preparation, see if he can understand the similarities in the way in which the bears prepare for a meal. Check and see if the child can verbalize or dramatize the sequencing: "Mother Bear cooks the porridge, sets the table, Baby Bear washes his hands," etc.

5. Develop concept of three as done with concept of one and two.

6. See if the child has an understanding of the concept of three. Once he does, use sets of three objects (blocks, pictures, etc.) to see if he can understand the concept of more in relation to less. Compare a grouping of three with groupings of one and two: "Three is more, larger: one and two are smaller or less." Introduce the triangle as a shape or form. If the child has grasped the concept of three, he should be able to see the three sides of the triangle.

7. Expand observation skills by introducing more complexity into a "What is missing" game. Place several objects on the floor or table and remove two while asking: "What is missing?"

SPECIFIC SKILLS

CHILD'S NAME *															
Can (a) jump (b) hop (c) skip															
Builds with blocks															
Can string large beads															
Can string small beads															
Can assemble a wooden puzzle (a) 4-6 pieces (b) 8-10 pieces															
Can understand and follow two simple directions															
Can tear random shapes out of paper															
Can hold and use brush and crayons															
Uses tempora paint															
Hops, walks and dances to music.															
Begins cleaning up toys without being told															
Matches a picture of an object to an actual object															
Replicates a pattern															
Creates own pattern															
Classifies according to (a) size (b) shape (c) color															
Understands opposites (up, down; large, small)															

* FOR EACH ITEM ENTER DATE BEHAVIOR BECOMES CONSISTENT UNDER CHILD'S NAME.

SPECIFIC SKILLS
Page 2

CHILD'S NAME *																	
Matches on one to one basis																	
Understands concept of both																	
Matches on a two to two basis																	
Orders according to size (big, bigger)																	
Classifies on a dual dimension (2 red, 2 big)																	
Understands concepts of "more", "less"																	
Understands concepts of three																	
Notices and names a missing object removed from a group																	
Reconstructs order (first, next, last)																	
Verbalizes order (first, next, last)																	

* FOR EACH ITEM, ENTER DATE BEHAVIOR BECOMES CONSISTENT UNDER CHILD'S NAME.

EXPANDING EXPERIENCES PROGRAM

GOAL FOR LEARNING FOR THE CHILD:

To supplement, augment and compliment known home experiences with experiences in the school community.

PHASE ONE

1. Take walks around the school building and grounds so that children become acquainted with the school -- where the food is prepared, where the playground for older children is, where their brothers' and sisters' classrooms are.

2. Go for a neighborhood walk to see where some of the children may live and where children play after school.

3. Have older children come to visit in the classroom.

4. Have children become well acquainted with all of the materials and the equipment made available at this time for their use.

5. Provide opportunities for children to select materials, be responsible for caring for equipment, plan for use of materials and equipment.

6. Plan simple observances of special holidays. In October for Halloween: a trip to the market to buy a large pumpkin and then helping to plan the jack-o-lantern face while adults do the actual cutting in preparation for a party. Children can pop their own popcorn. Simple parties provide opportunities for children to be active participants in language, planning and play.

7. Develop a routine of work, play and rest; help children to become accustomed to the pattern of activities.

8. Provide a breakfast, mid morning snack, hot lunch, afternoon snack.

9. Provide a quiet time before snacks and meals so that children will feel like eating; plan enough time for eating to be a pleasant experience.

10. Encourage talking and listening at meal times.

11. Do not insist that each child eat all of his food; encourage him to taste new things; do not put large, adult-size quantities of food on his plate; encourage him to serve himself. (A little spilled juice, or food is less important than the child's helping. Children can help clean up if paper towels and sponges are readily available.)

12. Provide children with tooth brushes; teach them to brush their teeth after eating. Children learn by example.

13. Provide each child with a cot and clean sheet each day; a slightly darkened room and soft music will create a sleeping environment.

14. Sit quietly by those children who need more security in going to sleep; be sure teachers stay in the room with resting children; be sure that those who are there when children fall asleep are the ones who are there when they waken.

15. Treat naptime as a pleasant time; do not use as a threat or punishment; do not expect all children to sleep -- some may not be sleepy.

TEACHER SELF-EVALUATION

BEHAVIOR	YES	NO
1. Have I completely familiarized each child with the room, materials and equipment?	____	____
2. Have I provided the opportunity for each child to explore the surrounding school grounds?	____	____
3. Have I encouraged family members to visit the classroom?	____	____
4. Have I encouraged each child to use and care for the materials in the classroom?	____	____
5. Have I consistently pointed out rules and limitations?	____	____
6. Have I consistently followed a daily schedule so that all children are familiar with the classroom routine?	____	____
7. Have I encouraged each child to converse about his home and his family?	____	____

PHASE TWO

Each new experience is to be presented in such a manner that children feel comfortable about choosing something new and do not feel pressured into trying something they are not ready for.

1. Develop safety concepts by setting limits that children understand; tricycles are ridden only in certain parts of the room, etc.

2. Experiment with water play. Set a bucket in the yard and let children play with floating objects.

3. Continue to introduce new foods at snack and meal time; comment on taste, color and texture of new foods.

4. Use large balls for developing muscle strength and coordination; have children sit facing each other and try rolling the ball back and forth between themselves.

5. Play simple games of catch and throw (underhand).

6. Encourage climbing up and down the climbing tower.

7. Have children try forward rolls or somersaults.

8. Stand some tires upright in the sand; children can climb over, crawl through.

9. Make a garden area outside; children can plant their own seeds and water plants.

10. Make popcorn again; let children dramatize a kernel popping into the finished popcorn.

11. Increase cooking experiences; children can make jello, roll cookies, eggs.

12. Provide many, varied opportunities for children to experiment with tempora and finger painting.

13. Have old magazines available; children can tear pictures and paste onto a plain sheet of paper.

14. Use colored chalk instead of crayons for drawing. Try chalk over liquid starch or buttermilk.

15. Encourage free, creative body movement to accompany different moods of music.

16. Have a Thanksgiving dinner; try to let children watch the turkey carving. This could be a family meal with parents invited.

PHASE THREE

1. As each new piece of equipment is added, be certain that children understand the limits; encourage them to help in making rules.

2. Remove shoes and socks so that children can use their feet in exploring textures with water and sand play.

3. Play games of bounce and catch with large balls.

4. Introduce pets to the classroom (hamster, rabbit, gerbils, etc.); children can care for feeding and cleaning.

5. Have a group of children paint together on a large piece of paper.

6. Place easels outside or hang paper on pegboards mounted to the fence; let children paint outside.

7. Use small, child-sized scissors to cut colors and shapes for an art activity.

8. Make collages out of varied materials: fabric, string, etc.

9. Take a nature walk around the school; children can bring back grass, rocks, flowers, etc. for a science display.

10. Have snacktime outside; encourage children to listen to sounds they hear around them.

11. Make playdough out of flour and salt; let children help and use.

12. Make a piñata out of paper maché, have children participate in a holiday celebration.

13. Teach Mexican Hat Dance. These are from the children's culture -- besides, they're fun!

PHASE FOUR

]. Let children make ice-cream or whipped topping for their desserts.

2. Play marching, galloping, walking, running music; children can explore these movements.

3 Have children try hopping on one foot and then the other.

4. Have an outsider (parent, older sibling) come into the classroom and read a story, play a game with the children.

5. Let children make hand puppets out of small bags or socks: puppets are used to dramatize simple rhymes or stories.

6. Let children paint large cardboard cartons and use for playhouses, doll furniture, etc. This activity can be done outside in accompaniment to a favorite record.

7. Have children pretend to be animals: elephants, rabbits, birds are easy to imitate.

8. Try sand painting.

9. Walk barefoot on a variety of surfaces.

10. Make rhythm instruments out of old coffee cans, pie tins, etc.

11. Try a mural; encourage children to make hand or foot prints on a large sheet of paper.

12. Let children taste a variety of familiar foods with their eyes closed and guess what they are.

13. Taste comparisons; salty crackers, sweet cookies.

14. Color on paper with crayon or chalk over rough surfaces (string, sandpaper, scraps of lace or trim).

15. Have children listen to, then imitate every day sounds; clock ticking, birds singing, etc.

16. Have children handle materials of different weights and guess which is heavier, lighter.

17. Plan a Valentine party; children can make cupcakes and exchange cards.

PHASE FIVE

1. Visit a grocery store; have children select the ingredients they need for making soup, cupcakes,etc.

2. Let children help make their sandwiches for lunch; have a picnic outside.

3. Use empty food cartons, tin cans: children can make their own grocery store in the classroom.

4. Have some children play their rhythm instruments for a group of observers (other children, parents, older brothers and sisters).

5. Try dramatizing a familiar story (Three Billy Goats Gruff, Three Bears). Let children make a bear or goat mask to wear.

6. Collect a group of paintings from each child; have children make their own scrap books to take home.

7. Take a movie of a segment of a day. Show it to the children; invite some parents in to watch.

8. Taste foods that are similar physically but taste differently, i.e., yellow banana, yellow squash.

9. Use a full length mirror in conjunction with creative movements so that children can see themselves.

10. Visit the school library; ask the librarian to show children books or read a story.

11. Have children color eggs; make an egg tree -- hide eggs in the grass for an egg hunt.

12. Ask a hatchery to donate eggs and an incubator; let children watch as eggs hatch into baby chicks.

EXPANDED EXPERIENCES

CHILD'S NAME *															
Talks with adults, children at meal time.															
Tries new foods willingly.															
Rolls and catches a ball.															
Throws a ball under-hand.															
Dresses self.															
Selects art activity independently.															
Selects play activity independently.															
Plays parallel with another child.															
Plays with another child.															
Plays with a group of children.															
Demonstrates ability to follow rules.															
Takes initiative in making rules															
Enjoys a party activity within classroom.															
Participates in a group activity (eg. mural painting).															
Responds without crying to visitors in classroom.															
Talks with visitors in classroom.															
Shows willingness to go outside classroom situation.															

*FOR EACH ITEM, ENTER DATE BEHAVIOR BECOMES CONSISTENT UNDER CHILD'S NAME.

EXPANDED EXPERIENCES
Page 2

	CHILD'S NAME *														
Shows willingness to use playground equipment.															
Demonstrates creativity in finding new ways of using toys and equipment.															

*FOR EACH ITEM, ENTER DATE BEHAVIOR BECOMES CONSISTENT UNDER CHILD'S NAME.

BIBLIOGRAPHY

Bzoch and League, "Receptive-Expressive Emergent Language Scale: Clinicians Handbook and Manual of Directions". Mimeographed, University of Florida, 1969.

Frank, Lawrence K., "Play Is Valid," Childhood Education, March, 1968. Washington, D. C. : Association for Childhood Education International, pp. 433-440.

Gordon, Ira J., "What Nursery Schools Can and Cannot Do," The P.T.A. Magazine, September, 1963, pp. 10-12.

Gordon, Ira J., "The Florida Parent Education Program." Mimeographed, University of Florida, August, 1970.

Gordon, Ira J., Baby Learning Through Baby Play: A Parent's Guide for The First Two Years. New York: St. Martin's Press, 1970.

Greenwood, Gordon, "Some Piagetian Principles Relevant to Follow Through." Mimeographed, University of Florida, 1970.

Hymes, James L., Teaching the Child Under Six. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Kamii, Constance and Radin, Norma, "A Framework for a Preschool Curriculum Based on Some Piagetian Concepts." The Journal of Creative Behavior, Vol. 7, No. 3, Summer, 1967, pp. 314-324.

McCarthy, James, "Language and Head Start," in On To The Classroom, edited by Robert Classen. Madison: Denbar Educational Research Services, Inc., 1969, pp. 59-70.

Maier, Henry W., Three Theories of Childhood Development. New York: Harper & Row, 1965.

Purkey, William, Self Concept and School Achievement. New Jersey: Prentice-Hall, Inc., 1970.

Rasmussen, Margaret, editor, Feelings and Learning. Washington, D. C.: Association for Childhood Education International, 1965.

Spodek and Robinson, New Directions In The Kindergarten. New York: Columbia University, Teachers College Press, 1965.

Sullivan, E. V., Piaget and the School Curriculum: A Critical Appraisal. Toronto, Ontario: Institute for Studies in Education, 1967.

SUGGESTED READINGS FOR EARLY CHILDHOOD EDUCATION TEACHERS OF DISADVANTAGED CHILDREN

Bereiter and Englemann, Teaching Disadvantaged Children in Preschool. New Jersey: Prentice-Hall, Inc., 1966.

Bloom, Davis, and Hess, Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart and Winston, Inc., 1965.

Classen, Robert, editor, On To The Classroom. Madison: Denbar Educational Research Services, Inc., 1969.

Fedder and Gabaldon, No Longer Deprived. New York: Teachers College Press, 1970.

Frost, Joe, editor, Early Childhood Education Rediscovered. New York: Holt, Rinehart and Winston, Inc., 1968.

Gordon, Ira J., Children's Views of Themselves. Washington D. C.: ACEI, 1959.

Gottlieb and Ramsey, Understanding Children of Poverty. Chicago: Science Research Associates, Inc., 1967.

Hamlin, Mukerju, Yonemura, Schools for Young Disadvantaged Children. New York: Teachers College Press, Teachers College, Columbia University, 1967.

Hartley, Frank, Goldernson, Understanding Children's Play. New York: Columbia University Press, 1952.

Hechinger, Fred , editor, Pre-School Education Today: New Approaches to Teaching 3, 4, and 5-Year Olds. Garden City, New York: Doubleday, 1966.

Hopkins, Lee Bennett, Let Them Be Themselves. New York: Citation Press, 1969.

Hymes, James L., Teaching the Child Under Six. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Kelley, Earl, Education for What Is Real. New York: Harper & Brothers Publishers, 1947.

Leeper, Dales, Skipper, Witherspoon, Good Schools for Young Children. New York: Macmillan Company, 1968.

Lewis, Oscar, The Children of Sanchez. New York: Random House, 1960.

Moustakas, Clark, The Authentic Teacher: Sensitivity and Awareness in the Classroom. Cambridge, Massachusetts: Howard A. Doyle Publishing Company, 1966.

Pitcher, Lasher, Feinburg, Hammond, Helping Young Children Learn. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.

Rasmussen, Margaret, editor, Readings from Childhood Education: Articles of Lasting Value. Washington, D. C., : ACEI, 1966.

Rasmussen, Margaret, editor, Discipline. (Bulletin 99) Washington, D. C.: Association for Childhood Education International, 1957.

Rasmussen, Margaret, editor, Feelings and Learning. Washington D. C.: ACEI, 1965.

Read, Katherine, The Nursery School: A Human Relationships Laboratory. Philadelphia: W. B. Saunders Company, 1971.

Sunderlin, Sylvia, consulting editor, Migrant Children: Their Education. Washington, D. C.,: Association for Childhood Education International.

Sutton, Elizabeth, The Migrant Child. (Department of Health, Education, and Welfare, Office of Education) Washington, D. C.: Government Printing Office, 1963.

Todd and Heffernan, The Years Before School. New York: Macmillan Company, 1964.

Weber, Evelyn, Early Childhood Education: Perspectives on Change. Worthington, Ohio: Charles A. Jones Publishing Company, 1970.

SUGGESTED BOOKS AND RECORDS FOR
THREE-YEAR OLDS

BOOKS:

The Big Golden Books of animals and children are good first books for their large-page pictures, few words, and for children to talk about things they know in either Spanish or in English.

There are dozens of books for very young children. The Bowmar and the Little Owl series are valuable collections. The following selections are especially for the child between two and four years of age and are representative of the kinds of stories to be read to this age group:

EVERYBODY EATS, Mary McBurney Green
EVERYBODY HAS A HOUSE, Mary McBurney Green
LOOK, Zheny Gay
MITTENS, Clare Turlay Newberry
NOTHING BUT CATS, Grace Skaar
ALL ABOUT DOGS, Grace Skaar
VERY LITTLE DOG, Grace Skaar
THE SMART LITTLE KITTY, Louise Woodcock
WHERE HAVE YOU BEEN, Margaret Wise Brown
ALL BY HERSELF, Kay Clark
ALL BY HIMSELF, Kay Clark
A CHILD'S GOODNIGHT BOOK, Margaret Wise Brown
DAVY'S DAY, Lois Lenski
GILBERTO AND THE WIND, Marie Hall Ets
GOODNIGHT MOON, Margaret Wise Brown
THE GROWING STORY, Ruth Krauss
HELLO HENRY, Marret Ilse Vogel
IS IT HARD -- IT IS EASY, Mary McBurney Green
JUST ME, Mary Hall Ets
THE LITTLE FAMILY, Lois Lenski
A LITTLE HOUSE OF YOUR OWN, Beatrice S. DeRegniers
THE VERY LITTLE BOY, Phyllis Krasilovsky
THE VERY LITTLE GIRL, Phyllis Krasilovsky
WELCOME, ROBERTO, Mary Serfozo
WHISTLE FOR WILLIE, Ezra Jack Keats
WILL I HAVE A FRIEND?, Miriam Cohen
CAPS FOR SALE, Esphyr Slobodkina
A VERY SPECIAL HOUSE, Ruth Krauss

THE NOISY BOOK, Margaret Wise Brown
THE COUNTRY NOISE BOOK, Margaret Wise Brown
THE QUIET NOISY BOOK, Margaret Wise Brown
PAT THE BUNNY, Dorothy Kunhardt
THINGS TO SEE, Thomas Mattiesen
WHO'S THERE? OPEN THE DOOR! Bruno Munari
ALL FALLING DOWN, Graham Zion
I LIKE WINTER, Lois Lenski
ON A SUMMER DAY, Lois Lenski
TIM TADPOLE AND THE GREAT BULLFROG, Marjoie Flack

BOOKS TRANSLATED INTO SPANISH:

GILBERTO Y EI VIENTO, Marie Hall Ets
LA GRANJA PEQUENA, Lois Lenski
OSITO, Else Holmelund Minarik
PAPA PEQUENO, Lois Lenski
SUIMI, Leo Lieonni
QUE DIGO? WHAT DO I SAY? Norma Simon
MOTHER GOOSE IN SPANISH: Translations by Reid and Kerrigan

RECORDS:

YOU'LL SING A SONG AND I'LL SING A SONG: Ella Jenkins
ADVENTURES IN RHYTHM: Ella Jenkins
RHYTHM AND GAME SONGS FOR THE LITTLE ONES: Ella Jenkins
RHYTHMS OF CHILDHOOD: Ella Jenkins
SLEEP TIME: Pete Seeger
LULLABYE AND GOODNIGHT
LET'S PLAY A MUSICAL GAME
SPANISH SONGS FOR CHILDREN
MUFFIN IN THE CITY
MUFFIN IN THE COUNTRY
SONGS TO GROW ON
DANCE, SING, AND LISTEN
SONGS TO GROW ON: Jack Elliott
AMERICAN GAMES & ACTIVITY SONGS FOR CHILDREN: Pete Seeger
CHILDREN'S SONGS FROM SPAIN
RHYMES AND GAMES IN SPANISH: Octavio Corvallan

SUGGESTED EQUIPMENT, MATERIALS, AND SUPPLIES FOR THREE-YEAR OLD EDUCATIONAL PROGRAMS

PERMANENT EQUIPMENT:

Formica-top tables: Trapezoid (30" x 30" x 30") and/or 30" x 60" rectangular; adjustable legs, if possible. These can be used in many different groupings as desired.

Stacking chairs: 11" and 12" chairs so that they can be stacked to provide increased floor space as needed.

Storage shelves for toys: arranged so that children can easily put toys away by themselves.

Wheeled storage bins: to be used for toys, blocks, or riding in when play suggests it.

Individual storage space: "cubbies" for each child's belongings.

Sand table: one that can also be used for water play.

Stacking cots: washable covers on aluminum frames.

Hollow blocks: Childcraft has a new Perma Block out of plastic that is very good for both indoor and outdoor use.

Housekeeping furniture: wooden stove, sink, cupboard, table, chairs, rocking chair, doll bed, doll carriage, ironing board

Camera: Poloroid and/or 35mm

Projector and screen: these may be in the media center and available for use

Outdoor climber: best if one that can be used for in and out, up and down movement.

Wooden riding toys: four-piece train, tractor, firetruck, flat-top truck.

Tricycles, wagons, wheelbarrow, tubmobile, pushmobile, "tunnel of fun"

Steps (unless there are steps or stairs for children to use normally)

Full-length mirror for wall

Bulletin board space that children can reach and use easily.

Book shelves

Aquarium

Unit blocks

Record player

Piano

Tape recorder

Autoharp

Double burner hot plate

Popcorn popper

Outdoor sandbox

Balance beam

EXPENDIBLE EQUIPMENT:

Fleet of wooden trucks plus airplane, school bus, boat
Vinyl farm animals
Farm fence
Block play people: white and black families, community workers
Aluminum cooking set
Aluminum luncheon set
Kitchen utensils
Aluminum flatware
Dust pan, broom, dust mop, iron
Laundry set
Telephones
Dolls: black and white baby dolls, girl and boy dolls (Creative Playthings has non-ethnic dolls)
Puppets
Musical instruments: bells, drums, sticks, triangles, tambourines
Stacking blocks, nesting blocks, and"kittie in the kegs"
Large Lego table blocks

Snap blocks
Coordination board
Play chips
Pounding bench
"Chunky Nuts"
Peg boards and pegs
Beads and strings
Learning-to-dress mats
Counting frame
Number learner
Geometrical sorting board
Giant magnet
Magnifying glass
Stethoscope
Sand toys
Farm tools and/or garden tools
Doll clothes and bedding

MATERIALS AND SUPPLIES:

Newsprint - large 24" x 36" sheets
Manila paper
Construction paper
Paste
White glue
Scissors: don't forget a couple pair of "lefties"
Large paint brushes
Finger paint
Shelf paper for finger painting
Scraps of materials, papers, trim
Butcher paper
Empty boxes
Pieces of lumber
Hammer and nails
Tempora paint
Crayons
Large colored chalk
Paste
Pipe cleaners
Large and small paper bags